

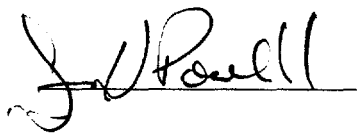
Explanation and Analysis of the Carmel Clay Student Teaching Internship  
(Including Actual Experiences and Journal Entries)

An Honors Thesis (HONRS 499)

by

Jill S. Bradley

James Powell, Ph.D.

A handwritten signature in black ink, appearing to read "J. Powell", written over a horizontal line.

Ball State University

Muncie, Indiana

May 1998

May 1998

## Purpose of Thesis

The semester an education major spends student teaching continues to be both vital and significant as it is the culmination of three to four years of intense teacher training. A major becomes a teacher through the course of this semester, and a failure in this stretch of the course results in failure to become a teacher. An education major must put to practice the methods and philosophies he or she has studied, and some are not successful.

For these reasons, the traditional student teaching experience has grown obsolete. It no longer prepares education majors to become successful teachers. Schools and students are changing and these changes affect the methods and philosophies that student teachers are supposed to be putting to practice during their semester of student teaching.

The traditional experience does not require student teachers to leave the safety of a classroom to explore the boundaries of the school. It does not require the student teacher to interact with students outside of the classroom. And it does not allow a student teacher to prepare academically for the challenge of teaching the variety of subjects offered students today.

At this time, there must be change, which is why I chose to participate in the Carmel Clay Student Teaching Internship's pilot year. The purpose of this thesis is to not only explain the program itself, but to detail some of my experiences as well as convey my retrospective opinions about the program. I hope that through my participation in the program and through my thesis, this program will be improved upon and eventually become the standard rather than the exception for student teaching.

## **Introduction**

The Carmel Clay Schools / Ball State University Student Teaching Internship was the brain-child of Dr. James Powell, Assistant Professor of Secondary, Higher, and Foundations of Education at Ball State and Greg Blackwell, business teacher at Carmel High School. Together they designed a pre-service teaching experience that would ideally be one year in length and include such a variety of teaching experiences it would be more similar to a teacher's first year of teaching than to the traditional semester of student teaching required for graduation.

Their idea was supported by the Carmel Clay School Board, corporation curriculum administrator, Dr. Barbara Underwood, and Alba Rosenman and Roy Weaver of Ball State. With their help, Dr. Powell and Mr. Blackwell began the preparation necessary to plan such a project. They spent over two years organizing the details of the program. The greatest obstacles to the program were recruiting student teachers to participate and convincing them that a one year commitment was worth the additional time and finances the extra semester demanded.

Unfortunately, although they did recruit a number of student teachers the first year, the program was unable to get off the ground. However, the second year, Dr. Powell went to each secondary education participation class and gave a short presentation about the benefits of being involved in such a program. He also personally approached students he had identified as qualified candidates, asking them to consider the program.

After three intense interviews with Carmel Clay Schools' faculty and administrators and a visit to Carmel involving a tour of Clay Junior High, Carmel Junior High, and Carmel

High School as well the community itself, seven student teachers were chosen to participate in the Carmel Clay Schools / Ball State University Student Teaching Internship's pilot year. There were three social studies, one business, one English, one science, and one Japanese major. Of these seven, only five qualified to begin during the fall 1997 semester. One of the seven dropped the program, and three of the remaining six opted to complete the program in only one semester rather than two.

My involvement in this program began during November of 1996. Dr. Powell came to my education participation class and introduced this program. His presentation sparked my interest, but the year-long commitment turned me off to the program. However, about two weeks later, Dr. Powell returned and approached me after class to ask if I was still interested. I told him that I planned to study in England during the spring 1998 semester and that I would only be available to student teach during the fall 1997 semester so I would be unable to participate in the program even though I was very interested in the concept. He told me that if I would apply and go through the interview process that we might be able to arrange that I would participate in the program for only one semester.

After discussing my options with my parents, I decided to apply as a one semester student. I was accepted by the selection committee and thus began my full involvement in the program. I was impressed from the start. The program seemed highly organized and very supported by the school corporation and Ball State's Teachers College. I felt that I would be a pioneer and something of a science experiment. It was exciting, yet frightening.

My semester as a student teaching intern proved to be confusing and frustrating, yet extremely rewarding. All of us who participated in the program became part of a team that

worked together to improve, reorganize, and evaluate the success of the first year. I became a contributing founder of a program I feel will soon replace the traditionally accepted student teaching experience.

## **Part One: The Program**

The Carmel Clay Student Teaching Internship was created in an attempt to better prepare student teachers for their first year of teaching. The committee of professional educators, including Steve Dillon and Brad Hanni from Clay Junior High, Barb Danquist and Kathy Deck from Carmel Junior High, and Lee Lonzo from Carmel High School, joined Dr. Jim Powell and Greg Blackwell to organize, maintain, and evaluate the program. They all felt that the traditional student teaching experience was too short and too shallow to properly prepare a teacher for his or her first year of teaching. There were simply too many areas of a teacher's job that a student teacher didn't discover until after graduation. They felt that in order for a student teacher to fully prepare for his or her first year of teaching, the student teaching experience needed to be two semesters instead of one, and it needed to include a list of areas that each student teacher was required to prove proficiency.

The committee began by creating a list of proficiencies. This list included many activities that might be overlooked by a one semester student teacher focusing on accumulating observation and teaching hours. The proficiencies forced the student intern to leave the confines of the classroom and explore other areas of the school including the guidance department and the administrative offices. Several proficiencies were created to encourage the student intern to educate himself or herself about special services and curriculum. The proficiencies also required the student teacher to use a variety of teaching methods in the classroom and to create a classroom management plan.

The committee also felt that the traditional student teaching experience was too shallow in the classroom. Student teachers often didn't seem to be getting a variety of

experiences in their subject areas. For example, a student teacher would be placed for a semester with one supervising teacher who taught only English 9 and American Literature. Therefore, that student teacher finished his or her semester of student teaching with experience in the classroom in only two subjects even though there are many more that he or she could potentially teach. The Carmel Clay Student Teaching Internship would allow interns the opportunity to observe and teach in a number of classes within his or her discipline. The intern would also have the opportunity to work with more than one supervising teacher within a department.

Another purpose of the program was to allow the student teacher a say in choosing the supervising teacher that he or she would work with during the experience. The committee felt that many times differences in teaching philosophy or classroom management plan between a supervising teacher and a student teacher resulted in frustration for both teachers. This common problem could be somewhat reduced if the student teacher were given the opportunity to observe some of the teachers whose classrooms he or she might teach in and choose those teachers who would be most open to the student teacher's philosophies and methods.

Another significant purpose of the program was to allow student teachers the opportunity to teach in various grade levels within the school corporation. Typically although other universities require their student teachers to teach in both a middle school and a high school, Ball State does not. Therefore, all Ball State student teachers are forced to choose between the middle school or high school levels for their student teaching experience. The Carmel Clay Internship, however, gave student teachers the opportunity to teach at both a

middle school and a high school. In fact, the two semester students not only taught at one middle school and one high school, but at two of each. They spent several weeks at each of the two Carmel Clay junior high schools, which each have different philosophies of middle grade education--one operating as a traditional junior high school would, the other operating under the middle school model. They also spent several weeks at not only Carmel High School, but also at North Central High School in Indianapolis. The experiences at the two high schools gave interns an idea of the differences between suburban and urban schools.

The committee decided that the best way to choose the best candidates for the program was to invite them to Carmel, and require them to complete three interviews with committee members, corporation administrators, school principals, department heads, and teachers. These interviews were done during one visitation day that also included a tour of Carmel and three secondary schools. I had already been through the typical student teaching interview at Ball State and can honestly say that the Carmel Clay Internship's interview process was much more rigorous. It was clear from the start that the committee wanted to be selective in their choices of which student teachers were to participate in the program. They were looking for creative, talented students who knew their specialty area, were current on teaching methods, philosophies and classroom management skills, and who had shown promise in both their education classes and previous participation experiences.

The first interview was a group interview where candidates were asked questions by several administrators, teachers, and committee members. They asked general questions that referred to each candidate's student teaching application and specifically to their philosophy of education. The second interview, also a group interview, was done with the director of



curriculum of Carmel Clay Schools and committee member, Dr. Barbara Underwood. She covered topics such as the Carmel Clay Schools philosophy of education and highlights of the program. She also answered questions that the candidates had concerning the program. The final interview was the most important by far. Each candidate was interviewed separately by several teachers and the department head in their discipline. In these interviews, teachers were allowed to focus on the candidate's specialty area and evaluate his or her preparedness to teach that subject.

Candidates were informed within a week of whether or not they had been accepted into the program. One thing that the committee realized through the interviews was that at least for the pilot year of the program, they were going to have to allow some interns to complete the requirements of the program in only one semester rather than two. If they did not make this exception for some students, they would be losing several qualified candidates. This was the first of many alterations in the original plan that the committee made.

## **Part Two: The Proficiencies**

The most significant addition to the typical student teaching experience that the Carmel Clay Student Teaching Internship involved was the set of proficiencies that each student teacher was required to complete. There were originally 42 proficiencies. However, as the semester progressed, the list was altered. Each intern added some additional proficiencies while others were waved by Dr. Powell. I ended my semester with a total of 30 proficiencies.

The proficiencies included many activities that a typical student teacher would not be required to complete. For example, touring bus and lunch duty, or shadowing a guidance counselor and administrator. The committee that created the original list of proficiencies felt that there were many areas of a school community that first year teachers had not been exposed to during their student teaching experience. They wanted the interns at Carmel Clay to prove that they were proficient in these areas by clearly documenting each proficiency that they had completed. Therefore, the proficiencies required the student interns to not only prove their competence in the classroom, but also in the school itself.

The following is a list of the 30 proficiencies that I completed during my semester as a student intern in Carmel Clay Schools.

### **1. Conduct a parent conference.**

#### **Carmel High School**

I conducted several phone conferences with parents during the time I spent at the high school. My first parent contact occurred following an English 9 class period. The students were working in groups, but one group was not working. The three group members were

disrupting the whole class. During class I split the group up so that they could finish their vocabulary worksheets independently. That night, I called their parents to let them know what had occurred in class that day. I began the conversation by introducing myself. Next, I explained the situation and expressed my concern for the student. I concluded the conversation by asking the parent to remind the student to stay focused on accomplishing the task when working in groups. This method seemed to work because at least two of the three group members did improve his or her behavior.

On a second occasion, I had an English 9 student who had not taken any class notes and refused to participate in class activities, including group work and writing exercises. I had asked the student to stay after class twice so I could discuss the situation with him. However, both times, he left class without talking to me. Next I gave the student a pass so that he could come during his resource time to go over notes with me, but again he failed to show up. Finally, I felt I had to contact his parents. I reached his mother and explained to her that he had not been participating in class. She was supportive of my concern and helped me arrange an after school detention for her son. The next day after school, the student showed up promptly for his detention. He took the notes that he had not taken in class. I felt satisfied because finally I had reached him by calling his mother.

Because parent conferences are usually arranged through the counseling office at the high school, I was unable to actively participate in the parent conference of one of my students. This student's parents had requested the conference and in order to prepare for the conference, the student's counselor sent me a form to fill out for the student. The form asked me to detail the student's work and behavior in class. I added comments and tried to include

information about the student's current grade in my class. One thing I was particularly glad I could include was the fact that this student had failed to turn in his composition, which was worth one-fourth of his unit grade. I felt that these reports were an effective way for each content teacher to be involved with a parent conference concerning a student's performance in all of his or her classes at the high school level. I was satisfied with my participation and felt that if the parents had a question concerning my class this had opened a door for them. Consequently, the student did turn in the missing composition the day after the conference occurred so I can only assume that it had some impact.

### **Clay Junior High**

My first parent conference at the junior high occurred during my second week there. A parent had contacted the team I was working with and asked for a parent-team conference. The team, including the math, English, literature, science, social studies, and resource teachers all met with the parent during the team planning period. I sat in to watch the conference because I had not begun teaching the students yet. The conference went well from my perspective. The parent was able to express her concern for her daughter's progress in all of her classes. She heard from each teacher how her daughter was doing in all of her classes and she was able to share with the teachers what she had been doing to work with her at home. After the parent and teachers talked about the student's progress, they began to discuss ways that they could each help the student succeed.

My second parent conference occurred about a week later. This conference was also called by the parents of the student, whose resource teacher was also a part of the conference. This student's parents were very organized and prepared for the conference. They had

already talked to the resource teacher, who had discussed their daughter's lack of responsibility. The parents recognized this problem at home as well and listened as each teacher in our team provided more information about the student. After discussing the problem of lack of responsibility and their daughter's classroom performance, the student joined our conference. We each asked her questions about what she could be doing to improve. She knew all of the right answers, which led me to believe that she too identified her lack of responsibility and poor classroom performance as a problem she needed to work on. I felt that this was a very organized and successful conference because it gave the parents an opportunity to communicate with the teachers concerning their daughter's success at school.

## **2. Help plan and carry out a student field trip.**

### **Carmel High School**

The first field trip that I was involved with occurred on October 7. The freshman English classes that I was working with were going to see the Indianapolis Repertory Theater production of "To Kill A Mockingbird." All of the English 9 students had read the novel by Harper Lee so the English Department had decided to take the whole freshman class to see the play. I was in charge of all of the students on one of the seven buses we took. There were two parent chaperons with me to help keep track of the students. We took attendance on our bus before we left school and again after the play. All of our students were accounted for both times. The students were fairly well-behaved at the play although there were a few students who made rude noises after intermission. I was forced to ask them to be quiet so that others could enjoy the play.

The next day in class, we discussed the differences between the play and the novel. I think it was a good supplement to the novel because it made the story more real for them. They no longer saw it as just an imaginary story, but as something that could actually happen. Their emotional reactions to some of the scenes made for interesting class discussion.

The second play that I attended as a chaperon was "King Lear" on November 5 at Butler University. I went to this play with the English Literature class that I worked with. These students were juniors and therefore much better behaved than the freshmen. I was also not the only teacher on the bus with the students this time. It was a more relaxed field trip for me because I wasn't in charge of taking attendance or keeping track of students. There was also no intermission, which helped the chaperons because we didn't have to round up students at the beginning of the second act or calm them down after they had been up. The juniors sat through the whole performance quietly. I never had to ask any of them to be quiet or to sit still as I had done at the other play with the freshmen.

I was unable to be with the class during the discussions following the play because I had moved to Clay Junior High. However, I helped prepare the students to see the play by teaching a lesson on Shakespeare and helping give the students a synopsis of the story. Mrs. Baines, the English Literature teacher with whom I worked, drew pictures on the board to help the class understand the double plot and keep the characters straight. On the bus ride home, I was able to ask a few students what they thought about the play and all of them said they thought it was very good. It was an effective supplement to the Shakespeare unit that Mrs. Baines and I taught in English Literature.

### **3. Observe a remedial class and a special education class.**

### **Carmel High School**

I observed Remedial Reading 3 at the high school. The students in this class exhibited several levels of understanding and ability. Some of them had learning disabilities in English, while others had mild forms of Down's Syndrome.

During the first half of class, the students listened as the teacher read aloud a modified version of The Adventures of Tom Sawyer. She gave them questions to answer about the reading. They also wrote in their journals. Finally, the students worked on a "Following the Directions" exercise requiring them to create sentences. This helped them by focusing on paying attention to directions, reading, and writing skills.

### **Clay Junior High School**

I observed an English special education class at Clay. There were three girls and seven boys in the class. The class has sixth and seventh graders with a variety of learning disabilities and special needs. There is one autistic student, one visually impaired student, and a couple of students who exhibit some emotional disabilities.

This class was much more relaxed than the typical middle school classroom. The students were allowed to get up and walk around the room and to discuss their work with other students. One student actually got up and changed seats several times during class. There was also a teaching assistant in the room as well as a parent who had come for lunch and stayed for part of the class. The teaching assistant worked primarily with the autistic student.

The teacher of the class was extremely patient with the students. She gave them lots of answer time and wrote their answers on the board. I noticed that she didn't make a big

deal about a student shouting out in class or other misbehavior. She would just remind the student of what she expected from them and then drop the subject.

The class began by working on the spelling packet. They discussed similes and metaphors, and then worked on writing their own. I wondered how many of the students would actually understand concepts like similes and metaphors, but they did seem to grasp the meaning. Class was ended with journal writing. The teacher read the class a brief excerpt from a book she has that details an event that happens on each day of the year. The paragraph that day was about organ donors. After reading the paragraph to the class, she shared a story about her sister-in-law who died and was able to donate seven of her organs. Then she asked the students if they would donate their organs when they died. All of the students had to write at least five sentences, which was quite a challenge for them. They shared their responses at the end of the period. One interesting thing that I observed was that the autistic student couldn't write about death. He couldn't handle the subject and chose to write about Christmas instead. The teacher said that was fine.

One thing I've noticed about both remedial and special education classes is that they are very diverse. The teachers who teach these classes must be flexible and be willing to accept many different levels of work. They must also be patient and understanding.

#### **4. Observe and shadow a school guidance counselor.**

##### **Clay Junior High School**

While at the junior high, I was able to spend time in the guidance department observing the counselors as they completed several of their duties. My first observation



involved the enrollment of two students and lasted about 90 minutes. The parents filled out paperwork for each of their children, and then had time to ask questions.

The family had moved to Carmel from a school system that apparently wasn't very good. For example, they were impressed with the fact that Clay has so many computers and new textbooks. However, they were also surprised with the expensive book rental fee and the price of student lunches. Both of the students seemed very excited about being in a school with such nice facilities though.

I noticed during this enrollment that the mother seemed very irritated or frustrated, which I assume was a result of the hectic move. The counselor responded to her impatience with patience and understanding. She also tried to lighten the mood by making appropriately humorous comments and attempting to sympathize with the mother through her own personal experiences with relocating. This appeared to work a little.

The last thing that occurred at the enrollment was the creation of the students' new schedules. This was somewhat upsetting to me because of the parents' attitudes. They both praised their daughter for her success in school work and performing arts, while criticizing their son for his lack of interest and ability. They allowed their daughter to create her own schedule and seemed to love her choices. Then they refused to allow their son to take the classes that interested him. The mother kept butting in and making these little comments about how he couldn't choose for himself. I think this bothered me so much because both of the students were right there and it was just so obvious that their parents favored one child over the other. The counselor did offer several suggestions to the parents in an attempt to be an advocate for their son. She pointed out that he would take more responsibility for the

classes he was taking if he chose them, and also that the classes he chose were probably the ones that he found the most interesting.

On another occasion, I observed a counselor who attended a team's meeting to discuss one of their students. The teachers in the team had questions about a learning disability with which the student had been diagnosed. This student had a communication disability, which they had never heard of. They asked the counselor what types of teaching methods they should be using to reach this student and help him succeed. They also discussed the student's low grades during the first two grading periods. With the help of the guidance counselor, the team was able to create a plan for the next grading period. They decided to send the student to the team's resource teacher for his study hall and to allow him to take tests with her. The counselor was supportive of the team's efforts and offered to help by conferencing with the student and phoning his parents. The meeting was successful in that a plan was created and the teachers' questions were answered. I felt that the counselor's presence was helpful to the teachers.

One thing I was glad to have the opportunity to participate in was a meeting that the guidance department had with an eating disorders counselor. This counselor brought several handouts detailing what eating disorders are, how they are treated, signals or signs of disorders, and how students with disorders can be approached. She also discussed the underlying problems that may lead to eating disorders and how they can be prevented. Each of the school counselors were able to ask questions concerning their role in preventing eating disorders and in dealing with students they believe may have a disorder. They referred to some cases that they had dealt with in the past and asked the eating disorders counselor to

give her opinion about how they handled the situations. She emphasized the need for a non-food focused approach to eating disorders and encouraged the school counselors to realize that an eating disorder is a control issue or a self-esteem problem. The best thing that the school community can do according to the counselor is to focus on the importance of nutrition, society's role in self-image, and self-esteem. This session was very educational.

#### **5. Observe and shadow a building level administrator.**

##### **Carmel High School**

The activities office at Carmel includes all athletic and extra-curricular activities. I spent time in this office with Lee Lonzo, one of the four vice principals at the high school. The athletic director as well as a helpful support staff assist him in the office. Mr. Lonzo is often in the halls talking to students and teachers. I noticed that almost everyone at the school likes Mr. Lonzo.

Another of Mr. Lonzo's duties is to monitor and be an advocate for the students in the Ball State Internship Program in which I participated. Therefore, any time I had a problem or issue to deal with, I went to him for advice and guidance. He also attended my exit interview to ask for my opinions concerning the program. He wanted details about what I thought was positive about my experience, and suggestions for improving the struggles I experienced.

##### **Clay Junior High School**

I shadowed Steve Dillon, the principal at the junior high. Although he wasn't in his office when I arrived, I finally found him on the stage of the cafetorium setting up tables for a pizza party he was hosting. After we finished, we went to the main office so he could make a few phone calls and then went back to the cafetorium to put out plates, soft drinks.

napkins, and pizza. For the next three hours, we served pizza and drinks to sixth, seventh, and eighth graders who had brought in the most canned goods for a food drive.

Mr. Dillon splits the duties of the school with his two assistant principals. They evenly divide the discipline issues and teacher evaluations. Then Mr. Dillon works specifically with the three staff groups at Clay--the team leaders, the department heads, and the staff advisory committee. He meets with these groups weekly to discuss issues and concerns. His daily schedule may also include supervising substitute teachers and interviewing candidates for open staff positions.

#### **6. Interview and observe office support staff.**

##### **Carmel High School**

I observed and interviewed P.J. Reilly during the first two weeks of school. During my observation, I noticed that she seemed to be working on several things at one time. I asked her what she does when there seems to be ten things happening all at once. She smiled and said that it takes lots of experience and time on the job to be able to prioritize things. "The most important thing is to stay calm, cool, and collected; and not get rattled," she said. Fortunately for Mrs. Reilly, things settle down once everyone gets into their school routines.

Mrs. Reilly's responsibilities include secretarial work for administrators, compiling the daily announcements, organizing and keeping substitute teacher records, and keeping staff attendance. She is also in charge of the student assistants who run announcements, make deliveries to teachers, post and deliver mail, and take care of copying and incoming faxes. The entire support staff shares the burdens of graduations, baccalaureate, and departmental awards.

## **7. Interview and observe building level custodian or maintenance staff.**

### **Clay Junior High School**

I talked to one of the day shift custodians, Debbie, while she was cleaning up the cafetorium after lunch. She swept the floor as I followed her around, asking her about her duties. I realized after talking to her just how busy the custodial staff is throughout the day and after school.

Debbie comes to school at 5:30 a.m. She begins her day by cleaning the offices and faculty work rooms. By the time she finishes these areas, the students have begun to arrive and she must move to another area. Throughout the day she cleans the restrooms, cleans up graffiti found in the school, cleans floors, dusts, washes windows, and cleans water fountains. During lunch, she tries to keep things neat so that there is not a huge mess at the end of the three lunch hours. After she has swept and mopped the cafetorium floors, and washed the tables, she goes home for the day. The second shift workers then come in and begin cleaning the classrooms and restrooms, emptying trash, and vacuuming the hallways.

The biggest problems with the cleanliness of the school that Debbie identified were students not flushing the toilets or not throwing trash in cans, and students spitting on the floor. She said the spitting on the floor issue is really her least favorite because it's very nasty to clean up and students do it quite often.

The head custodian is in charge of the grounds. The custodial staff also cleans the building after social, extra-curricular, and athletic events.

## **8. Review and administer the ISTEP test.**

### **Carmel High School**

During the first month of school, several English teachers were concerned about preparing their sophomores to take the ISTEP test. This year's test was perhaps the most important one ever taken because it would determine the graduation status of the students. In order for the sophomores to earn a high school diploma, they had to pass this standardized test.

I reviewed some of the language areas that were part of the test. As is the case with any standardized test, I felt there would be some students who would not be able to pass this test. However, the teachers were forced to teach to the test in hopes of helping their students pass.

One teacher I talked with teaches remedial English, a class of primarily sophomore students. She worked with them on their writing skills and grammar prior to the test. She was quite concerned about their ability to pass this test. One activity she used with her class was having them practice writing various types of sentences. In these preparatory lessons, she focused on sentence structure and variety. After looking at the test, I think this was probably the best activity she could have done with them to help them prepare.

I helped administer the ISTEP test during the fourth day it was given. The students were more relaxed than I expected. I thought they would be very serious. However, they were joking around and goofing off before the bell rang. There were a couple of students who were obviously tense about the test.

While administering the test, I had a student ask me a question I could not answer. At that moment I realized what a difference a teacher could make if he or she chose to answer a student's question. If teachers chose to help students taking the test, it would throw off all

the test results in the state. I realized then what an important job I had. One way that the school monitored the teachers administering the test was to assign a guidance counselor to several rooms. This counselor traveled from room to room to observe the class and make certain the strict rules of the test were followed completely.

#### **9. Observe and participate in the instruction in a computer lab.**

##### **Carmel High School**

For two class periods, I taught the two English 12, Integrated Studies classes how to use the PageMaker 4.2 program. To show the students what I was doing, I was able to use an overhead projector that was connected to the computer. It was a terrific teaching tool because it allowed the students to see what I was doing. My lessons were much more effective due to this technology.

For two class periods after my lessons on PageMaker, I helped the students with their projects. They worked on resumes and cover letters using the PageMaker program. I was able to circulate around the room checking their work and answering their questions. This was a valuable experience because this is what an English teacher will most likely be doing when his or her classes are working in a computer lab.

The yearbook class that I worked with for five weeks had class in the computer lab several times. Because this was a beginning yearbook class, the focus was on writing. Therefore, the students used Microsoft Word to type interview questions, leads, and stories. I worked with them by traveling through the lab, reading over their shoulders, and giving them suggestions. They also asked me questions by raising their hands. I enjoyed teaching writing

in a lab environment because it gave me more freedom to work with students individually, and it gave the students more freedom to work independently.

Finally, I did a writing workshop with my English 9 classes. The classes wrote a persuasive composition on Apple II computers in our classroom. Although they didn't like the Apple II computers because they are out-dated, I think it was good for them to be able to work on their papers in class. Putting the students to work at the computers gave me time to conference with each student individually. Giving them feedback before they turned in their final copies was effective because it gave them the opportunity to rewrite weak parts. Again, I loved doing the writing workshop with computers because it gave me more freedom to conference and it forced the students to work more independently.

#### **10. Attend and work at a school extra curricular event in a supervisory capacity.**

##### **Carmel High School**

On Friday, August 22, I supervised the alumni gate at the first home football game. The energy in the air was amazing. I was most impressed with the amount of school spirit I observed. The band parents had a big cookout prior to the game while students, parents, faculty, and staff tailgated in the parking lot.

My job was to monitor the gate where the Carmel football alumni and Dad's Club members could come to watch the game and eat in the hospitality room. This was a tough job because I look so young that I was mistaken for a student several times. I persevered; however and was asked to monitor this gate at every home game for the remainder of the season.



At each game I worked, I was responsible for checking tickets and supervising the flow of band student and parent traffic through the gate. I met several band parents, football alumni, and former coaches. It was a fun way to get involved. It also allowed my students to see me outside of school and in a more relaxed environment.

On several occasions I stayed after school to supervise debate team practices and meetings. This gave me the opportunity to work with my students in an extra-curricular capacity. I also found this helpful in preparing me to coach debate. It was different from the debate practices I've been involved with before because I was the person coaching rather than the student being coached. I also found out what it is like to be responsible for 20 to 30 kids after school. I really had to keep tabs on where they were and what they were doing.

### **Clay Junior High School**

After school on Tuesday, November 4 and Monday, November 10, I supervised drama class recital rehearsals. I found out about the rehearsal when I observed Mrs. Blue's period 7 drama class. The first day, I went to the cafetorium after school and was assigned to a group of six seventh and eighth grade girls who were working on a one-act play and needed some directing help. I was able to help them with their gestures, voice projection, and stage direction. We ran through the play three times before it was their turn to practice on the stage.

During the remainder of that rehearsal as well as the second one, I circulated the room to help other groups and to keep students in the cafetorium area. There were several boys who were running around the school and I had to round them up and bring them back to the cafetorium. There was also one boy who kept sliding down the banister of the stage staircase.

I had to ask him to stop doing it and eventually had to send him to an isolated area until his mother came. Overall, both afternoons were fun for me and gave me some valuable time working with the students outside of school.

I sold tickets at three basketball games while at Clay. The biggest difference between the high school football games and the junior high basketball games is the maturity level of the students. The high school kids actually watch the game, whereas the junior high kids just socialized. The biggest problem I had was students leaving the game to hang out in the hall. The rule that they couldn't leave the gym except during half time did help.

#### **11. Complete a tour of bus duty.**

##### **Clay Junior High School**

Bus duty at Clay used to be a lot more complicated according to Rick Kreke, the teacher who has had bus duty since Clay opened. He said that when he first started teaching, there weren't enough buses to take the students in one load. School would be out and half of the students were loaded onto the available buses. The other half waited outside for about 30 to 40 minutes for the buses to return and take them home. Back then, Mr. Kreke said it wasn't unusual for there to be several fights every day after school.

I did bus duty with Mr. Kreke a couple afternoons one week. We were in charge of getting the students onto the buses as quickly as possible. The most complicated thing about bus duty is learning to work the walkie talkie that connects all the bus drivers to the teachers with bus duty. Mr. Kreke said that usually bus duty goes pretty smoothly. Students know what bus they are supposed to be on and they go straight to that bus. If they miss their bus, they have to wait for the late bus, which leaves around 4 p.m. When all of the students have

loaded--about 10 minutes after school is out--Mr. Kreke gives the okay to the first bus driver to leave. This starts a chain reaction because each bus follows the one in front of it. The school and parking lot are cleared out 15 minutes after the last bell rings.

A problem sometimes occurs when a parent comes to pick up a student who usually rides the bus. This happened on one of the days I had bus duty. A mother was looking in every bus for her daughter and couldn't find her. Mr. Kreke radioed the bus drivers asking where the girl was. The driver of bus 105 radioed back to tell Mr. Kreke that although the girl usually rides his bus, she was not on it that afternoon. As it turned out, the girl had been waiting by the car for her mother the whole time. That was just one example of something that could keep the buses from leaving on time.

## **12. Complete a tour of lunch supervision.**

### **Clay Junior High School**

During my first day at Clay Junior High, I accompanied Brad Hanni to the cafeteria during period 5 for lunch supervision. Brad and I were stationed on the top level, by the cafeteria lines. Our job was to keep students moving through the line and get them to their seats. Some students would stop and talk before they got into line so we had to ask them to get moving. For the most part, students were cooperative.

One thing Clay has in the cafeteria is a juke box. Students are allowed to play songs after they finish eating. They are also allowed to go to the stage and play board games or go outside. Many students played games, but because it was cold, none went outside. Students are also allowed to go to the bookstore to buy candy after they finish eating. I was surprised that the students were so behaved after they finished their lunches.

There are three other teachers who have lunch supervision with Brad. One of them stands by the stage to monitor the juke box and the games. Another stands at the stairs by the bookstore to monitor the students who leave the cafetorium area. The third walks through the table area where students are eating to monitor their behavior there. Brad is not only responsible for keeping students moving through the line, but also for monitoring students when they go outside to eat or play.

The second day I was at Clay, one of the teachers couldn't be there for lunch supervision so I took Brad's place and he took the other teacher's place. Brad was in front of the stage and I was by the cafeteria line. Nothing terrible happened that day. I just kept the kids moving through the line and made sure they found a table. It was kind of fun to see all the kids and I even got the chance to talk to some of them.

### **13. Attend and participate in a school-wide curriculum committee.**

#### **Carmel High School**

I was invited to an Integrated Studies curriculum meeting because of my work with the English 12, Integrated Studies classes. This meeting occurred during the common planning time that all I.S. teachers are given. During this meeting, a representative from the guidance department was there and the topic of discussion was the placement of students into the program and the definition of the program.

The meeting began with a few introductions, but the teachers got down to business quickly. Their biggest concerns were that the wrong students were being placed in the I.S. classes. They felt the curriculum of these classes should not be easier than other classes, just different. But the students who were being placed in their classes were not capable of doing

the work they expected. They wanted motivated students who plan to attend a two-year college or a technical school, or enter the workforce. They did not want students who lacked ambition, were constantly absent from class, and cannot handle the work load. In their opinion, these students gave the program a negative connotation and also took away from the students who were motivated and capable of doing the work. The counselor listened to the teachers' concerns, but I'm not sure that he digested any of it. He seemed kind of flaky to me--like he was there physically, but not mentally. He didn't seem to be paying much attention to what the teachers said because he kept giving them the same answer again.

The discussion about student placement into the program led to a discussion about the actual definition of the program. Most of the teachers felt that the "Integrated Studies" title was inappropriate because students are not required to take all I.S. classes. They can choose to take a math I.S. class and don't have to take English I.S. So basically, the classes are not integrated. They are each separate classes. The assistant principal who attended the meeting suggested that the program take the traditional title of tech prep. However, some teachers felt that the parents and students of the Carmel community would not value a program with that name and connotation. Because Carmel is such a competitive and advantaged community, parents want their children to be smart and to go to some kind of post-secondary school. But the title "tech prep" implies that their kids aren't as bright as others, whereas the title "integrated studies" just sounds different or special. This is an issue dealing with the curriculum of the program and the definition of the title "integrated studies."

The meeting ended right before the bell rang. I'm not sure that any of the teachers felt satisfied with what had been accomplished. I do know that they will be having several more meetings specifically about the curriculum and title of the program.

#### **14. Complete training on an electronic grade book program.**

##### **Carmel High School**

The majority of teachers at the high school use an electronic gradebook program called Integrate. This program allows a teacher to set up his or her own grade scale. To begin, the teacher must enter the students' names, their student identification numbers, and their gender. The teacher can create a separate file for each class or period. The teacher then enters the grades, naming the assignment or task and entering the point value. The program automatically averages a student's grade as their teacher adds tasks and point values.

Enid Baines taught me how to use the program, which I used to keep grades for my English 9 and English Literature classes. It was easy and efficient, and I felt I saved time because I didn't have to average the students' grades. I was also able to print up a mini-report card for each student prior to the unit test. This helped the students because it gave them an idea of how well they needed to do on the test. I would definitely use this program or one like it in the future.

##### **Clay Junior High School**

Teachers at Clay also use the Integrate program to keep their grades electronically. At the high school I had a choice of learning Integrate for Macintosh or for Dos and I chose Mac. However, at Clay there are no Macintosh computers so I had to relearn Integrate for Dos. This was frustrating, but easily accomplished. The program does the same thing on

either computer. It's the way that it is done that changes. I already knew what could be done and just had to relearn how to do it.

#### **15. Plan and update the homework hotline.**

##### **Carmel High School**

A homework hotline is something that many school systems have established. During my 11 weeks at the high school, I updated the homework hotline every other day--on blue days--for my English 9 classes. It really was an efficient way to let parents and students know what had happened that day in class. I gave a full description of the activities we had done and detailed the homework assignments due during the next class period.

The hotline will tell the teacher how many people have called in to listen to their mailbox every day. I usually got about 5 to 10 calls each day. I figure that several parents called regularly and then students who were absent called to get their homework. Some teachers only update their box once a week, but I felt that it was beneficial for me to do it every other day.

##### **Clay Junior High School**

At Clay, I only updated the homework hotline on Mondays. This was more efficient than doing it every day or even every other day because we did less during each class period. Also, one goal of our team was to promote student responsibility so we didn't want the students to rely on the hotline alone for homework assignments. We wanted them to write down their assignments in their notebook. The homework hotline at Clay is more for the parents than the students anyway. Parents like to call in and find out what's going on in class that week and what they should expect. I had at least one parent tell the team at a parent

conference that she called regularly to check what homework her son was supposed to have that week.

#### **16. Supervise a study hall and student resource time.**

##### **Carmel High School**

I supervised a traditional study hall once at the beginning of the school year. This particular study hall was different than any other study hall I've ever seen because there were only four students in the study hall. However, the teacher expected there would be more students as the year wore on because as time passes, students drop classes and are placed in a study hall. He told me that the counselors don't want students to take study halls so there aren't many students in any of them.

My experience was positive. Two students left class because they had passes to go to other places in the school. Therefore, I was left with only two students, a boy and girl who were both quiet and behaved. Towards the end of the period, they began to talk more and move around the room, but this didn't bother me. If there had been more students, I would have asked them to stay in their seats until the end of the period.

I supervised the Student Resource Time for Doris Chandler for several weeks while I was at the high school. Student Resource Time occurs every other day during the second period. Students may study, take make-up tests, use the library or computer labs, or meet for activities during their SRT. Each SRT class met in a teacher's classroom at the beginning of the period. This time was similar to a homeroom time when students would receive school or class announcements. After the first 10 minutes, students were permitted to leave their SRT room for another destination if they had a pass.



Many of the days I supervised the SRT, I had students from my classes coming to see me to take tests or quizzes, and to work on projects. This was helpful because it gave us time during the school day to take care of the work that absent students had missed. My students also knew that if they needed to see me about something they had missed or something they had questions about, they could find me in Doris' room during SRT.

Fortunately, I never had a problem with any of the SRT students. They were always very behaved and hard-working. There was more of a problem with my students not showing up to see me during SRT when I had given them a pass. But that is remedied through an SRT discrepancy sheet, which is filled out for students who were given SRT passes and fail to show up during the time.

#### **17. Participate in team planning and meetings at the middle school level.**

##### **Clay Junior High School**

I worked with the sixth grade team, Moe, while at Clay. There are five teachers on Moe--a teacher for math, literature, English, science, and social studies. There is also an instructional assistant who helps students needing additional help with their classes. The team meets during period 8 Mon. through Wed. for 45 minutes and on one block day for 95 minutes. The team used this time to discuss their concerns about students, to meet with students as a disciplinary action, to conference with parents, and to plan their interdisciplinary unit for the spring.

The teachers on team Moe had created a team classroom management plan which included pass policies, homework policies, rules, and disciplinary actions. Therefore, all of the teachers had the same policies and rules. They also disciplined students in the same way.

This was effective because students knew exactly what to expect in each classroom and the rules never changed. It was also helpful to the teachers because no single teacher was forced to take a disciplinary action alone. All five teachers always supported each other's disciplinary actions, which made those actions much stronger. This was especially helpful to each teacher in the team when a parent called with a complaint or when the teachers had to call a parent in for a conference.

At first I just observed how the team worked at their meetings. The team leader would usually begin the meetings by asking if anyone had concerns about the team. Each teacher would briefly share anything significant that had happened that day. For example, if a student had reached the level of the discipline action sheet which called for a student-team conference, the teacher could share that with the other team teachers and schedule the conference. Next, the teachers would spend time sharing ideas and working on their interdisciplinary unit or other team activities such as a team celebration or team awards.

The team kept a calendar and notebook where they documented when they were giving tests or which students had conferenced with the team. They also kept attendance in the calendar. This helped them keep track of students who had perfect attendance, never got into trouble, or were always prepared for class.

The team meeting time was also the time when parent phone calls were made or parent conferences were scheduled. We had several parent conferences while I was working with the team. Some of them were with the parents of students in my class so I was able to join in as the other teachers discussed the problems with the parents. At parents conferences, all of the team teachers participated by providing a printout of the student's grades and

commenting on the student's behavior in class. The parents seemed to appreciate that the teachers knew what was going on with the student and that they had already thought of some ways to help the student do better.

The teachers on team Moe were organized. They used their planning time wisely and worked together to plan for the students in their team. I think this is a model of the ideal team, and shows how successful teaming can be if the teachers are supportive of the idea.

#### **18. Observe and supervise detention of students as a disciplinary procedure.**

##### **Carmel High School**

At the high school, teachers give detentions to students and must arrange a time with the student when the detention will be served. This is different than other detention systems I've seen because usually one teacher supervises a room of students after school. However, at Carmel, detentions become the teacher's responsibility. After a student serves several detentions, he or she is sent to the dean who will further punish the student with in-school suspension.

I stayed after school twice with students and once before school. The first after school detention was with a junior girl. She was only allowed to work on homework during the 30 minutes she stayed. When she began writing a note to a friend, I told her to put it away. She became hostile and started arguing with me about the note. At first I tried reasoning with her, but then I just left her alone. I figured she needed to cool off and I wasn't going to deal with her when she was so angry. The next day, she seemed fine in class so I suppose she had gotten over her detention.

The second after school detention was with a boy who had failed to take notes during class. I gave him two SRT passes so he could come in and take the notes, but he hadn't shown up either time. I was forced to call his mother and she suggested that he stay after school for a detention. We arranged a time that was convenient for her. The student was fairly cooperative during his detention. He took the notes, but seemed in a big hurry to go home. That irritated me because I didn't want to stay after school any more than he did, but I was there giving him notes.

The before-school detention involved two boys. They had turned in a blank test paper because neither of them had studied for the test so they just decided not to take it. This made me really angry so I told them that they would have to take the test during detention. They chose to come in before school to take the test. This was inconvenient for me because I had to write a new test and come to school earlier than usual. For these reasons, I made them write me an apology letter. I hope that in their cases, they learned their lesson and will not do something so silly again.

### **Clay Junior High School**

I supervised lunch detentions two days while at Clay. The team I worked with had an excellent classroom management plan that had very clear steps. If students broke one of the rules, they filled out a RAP sheet. The third step of the RAP sheet involved students serving a lunch detention. The teachers on the team took turns supervising the weekly lunch detention. I took my turn after I had begun teaching the Literature and Honors English classes.

There were four students in my lunch detention. They each went to the cafetorium to get a lunch and met me so we could go back to the English room. It was obvious they realized that the detention was a punishment because they all sat in different parts of the room and ate quietly. They didn't even say anything to me when I accidentally kept them five minutes longer than necessary. The lunch detention was also a kind of punishment for me because I didn't get to eat lunch with the other teachers that day.

**19. Observe and teach at different grade and building levels within discipline.**

**Carmel High School**

Taught and Observed:	Advanced Placement Themes in Literature	Sept. 2-5
	Debate 2	Aug. 22-Sept. 19
	Yearbook 1	Sept. 22-Oct. 31
	American Literature / Composition	Sept. 3-11
	English 9	Sept. 2-19
		Sept. 15-Oct. 31
	English Literature / Composition	Sept. 15-Oct. 31
	English 12, Integrated Studies	Aug. 22-Sept. 12
	English Essential Skills	Aug. 22-Sept. 12
Observed:	English 10	
	Biblical Literature	
	Advanced Placement World Literature	
	Remedial English 3	
	Remedial Reading	

## Literary Movements

### Clay Junior High School

Taught and Observed:	Honors English 6	Nov. 3-Dec. 19
	Literature 6	Nov. 3-Dec. 19
	Newspaper	Dec. 15-17
Observed:	Science 6	
	Social Studies 6	
	Pre-Algebra	
	Math 6	
	Math 7	
	Science 7	
	Science 8	
	Literature / English 7	
	Literature / English 8	
	Drama	
	Yearbook	
	English Special Education Class	

### 20. Plan and evaluate the effectiveness of a guest speaker as a resource for a lesson.

#### Carmel High School

While working with the Yearbook I class, I helped teach interviewing techniques. Mr. Shoup and I team taught interviewing skills by leading brainstorming sessions and facilitating interview preparation workshops. We spent several days discussing how to prepare for an

interview and teaching interviewing skills. The students then worked in groups to research and develop a list of questions they would use for an actual interview.

The interview involved a student who came to the class as a guest speaker. She agreed to be interviewed by the class. Mr. Shoup and I told her what to expect a couple days before the interview took place. She knew coming into the class what was going to happen and some of the questions she was going to be asked, and was able to prepare as any guest speaker would.

I felt this lesson went well. Mr. Shoup and I were able to stop the interview in order to ask the class questions about their interviewing technique. Because we invited a guest speaker into class, we were able to use the interview as a learning experience for the Yearbook students. The guest speaker was also able to share with the class her feelings about how the interview went including her own feelings during certain parts of the interview. For example, one student asked her a question implying something negative about her family. She was able to tell that student after the interview that she felt uncomfortable with the way he asked the question and therefore avoided the question. This helped the whole class see how their attitude or approach to an interview can affect the information they get during the interview.

## **21. Plan and participate in a cooperative learning experience.**

### **Carmel High School**

I used a cooperative learning activity called "Learning Circles" with English 9, American Literature, and English Literature classes. In this activity, students divide into groups of four or five students. Each group member is responsible for completing one task

and then sharing his or her work with the group. Through this exercise, students are able to master the material by sharing with each other the information they gather including defining vocabulary words, making outside connections, creating a visual representation, answering group discussion questions, and summarizing the material.

Each class reacted to this activity in a slightly different way. Some classes were very on-task and others needed lots of direction. One surprise was that age didn't necessarily make a difference. For example, there were some English 9 groups that were more focused than the American Literature juniors. This activity worked wonderfully in a block schedule because it helped break up the period and provided for some variety.

I used this activity with short stories and essays at the high school level.

### **Clay Junior High School**

The first difference I noticed when using "Learning Circles" with sixth graders was that they needed much more guidance or direction than the high school students. For example, I had to explain the worksheets in great detail before the students were able to sit down and do the work. However, on the other hand, they were more focused and on-task once they began the activity. They also tended to follow the directions, making very few changes, whereas the high school students were constantly asking if they could complete their task a different way than the directions said. One specific example was the role of summarizer. The sixth grade summarizers worked on their summaries until they got them down to 30 words. The high school summarizers, however, insisted that it was impossible to summarize the material in 50 words or less.



I rewrote a Time magazine article about social security for the activity at the junior high. The article gave the students information dealing with old people and was tied into The Old Man and the Sea unit.

## **22. Plan and present an inquiry-based learning experience.**

### **Carmel High School**

This teaching method worked wonderfully when I was trying to get my English 9 students to apply what they learned about the elements of a short story to a short story. The students had been taking notes and answering quiz questions about the elements. However, they still didn't seem prepared for the test. On the test, I wanted them to identify the elements of a short story that we hadn't read and discussed in class. They were allowed to read the story before the test and even to use their notes on the elements for the test, but I didn't feel that they were ready until they had more practice applying their knowledge.

I gave them each a copy of the short story written through bank checks, "Ordeal by Cheque." Then, in groups, they worked on finding the four parts of plot, the characters, the setting, the theme, the point of view, and the irony of the story. At first they were confused. However, I gave them hints by suggesting that they look for dates, addresses, and signatures on the checks. Eventually they became engrossed in the activity and enjoyed sharing their stories with the class.

This is just the type of problem-solving activity that the students needed to feel confident going into the test. After this activity, they knew just what they would be expected to do for the test and that they could do it. They scored pretty well on the test so I can only

assume that the activity not only helped them review the elements, but also helped them apply those elements to a new short story.

### **23. Plan and present direct instruction based lessons.**

#### **Carmel High School**

When I used the overhead to give the students notes, I was using direct instruction. Two examples of when I used this teaching method were when I taught the elements of short stories to my English 9 classes, and reviewed the writing process with them. I used transparencies of the notes that I wanted the students to take. Each day we reviewed the notes from the previous day and then took new notes. I always began class by using the overhead to give notes.

This teaching method helped get the students calmed and focused at the beginning of class. They were instantly given a task and because I usually turned out a few of the lights, they were relaxed a bit after the bell rang. Although I think the students learned more about the information I put on the overhead when they applied that information to the short stories they were reading, I believe using the overhead worked well in other ways.

I also used the overhead to give notes on Poe and Cooper in American Literature, and Shakespeare and Chaucer in English Literature. Although the juniors complained more about the overhead than the freshmen, it was an effective calming and focusing method for them too.

#### **Clay Junior High School**

I used direct instruction more at the high school than at the junior high. In the literature classes, I didn't use direct instruction at all. However, in the English classes, I did

use the overhead to teach grammar. I often showed examples on the overhead. The students asked me questions about the material and I answered them. Although I used mostly direct instruction when I was teaching grammar right out of the textbook, I also taught grammar through the students' writing. They wrote reader responses and exit passes every week, which I corrected and went over during class, pointing out common mistakes.

#### **24. Observe and participate in an essential skills classroom.**

##### **Carmel High School**

I worked with the English Essential Skills class for four weeks. This was the first year this class was taught. It was created to help freshmen who failed the English sections of the ISTEP test during eighth grade. There were several things that I learned through my observations and my participation in this class. Fortunately, I had the opportunity to talk to some of the students on an individual basis and see their performance in other English classes. I also attempted to find the reasons why they were each placed in the class.

During my observations, I noticed that many of the students had difficulty paying attention for long periods of time. They also liked to be active, and if they were not given opportunities to move about, they tended to drift off in class. Some of the students, however, were attentive, which made me wonder why they were in the class.

Most of the students had difficulty in both reading and writing. However, we were forced to split the class in half--one section concentrating on reading and the other on writing. I worked with the writing section. The students in this section had a lot of trouble with grammar. After working with some of them, I began to wonder where they had been for the first eight years of their language arts education. There were students who could not even

identify the subject of a sentence, which is something I know that I had mastered by seventh grade. However, grammar can be very confusing to anyone and therefore, I felt that their struggles were justified. These students seemed to need someone to make sense of the mess of grammar rules and terms that they had accumulated to this point. From my perspective that will be the biggest challenge for the teachers of this course. However, it is one that is attainable and possible if the students can be motivated.

Low motivation was another characteristic that I noticed about many of the students. Some of them felt pressure from their parents to learn the information and pass the ISTEP test, but the majority of these students didn't seem to be motivated by anything. They seemed to be students who live in the present, not thinking too much about tomorrow or next year. They couldn't see the future necessity of attaining reading and writing skills. To them, the class was just another class they were forced to take.

One last thing that I noticed about these students' attitudes was that many of them have learned to play the "school game." They could finish their busy work and their homework, and could even successfully take tests. They had not, however, learned much during their years of school. One girl in particular had gotten A's and B's in middle school, but the writing she did in class was full of grammar and spelling errors.

The English Essential Skills classroom was interesting to observe. I am also happy that I was able to interact with the students by participating in the class. Because I took the time to look at their records and talk to their English 9 teachers, I was able to figure out why they were in the class and make some judgements about their needs as students. This is something that I will most likely be doing my whole life as a reflective practitioner.

## **25. Attend and participate in a faculty in-service day.**

### **Carmel High School**

While at the high school, there was one in-service workshop that I attended. This workshop focused on creating student-centered teaching goals. Every teacher was expected to turn in to his or her department head one student-centered teaching goal and one professional goal for the year. However, many teachers were having difficulty writing their goals so the administration decided to hold an in-service workshop to help them.

The faculty was so large at the high school that it was divided up into small groups to complete the workshop. Each group had two facilitators, which were staff members who had attended a summer workshop on goal writing and student-centered goals. Because the teachers were learning from their peers, I felt they were comfortable and receptive to the facilitators. Each teacher seemed to listen and work on their goals during the workshop.

The small group sessions were organized into brainstorming units. For example, first the group examined the goals of the school. Each teacher chose a goal that he or she felt was not being met in his or her classes. Then he or she thought of several ways that the goal could be met in any class. Finally, he or she adapted the ideas to his or her own classes and wrote an individual goal. This workshop taught me what student-centered goals are and how I can go about writing my own.

### **Clay Junior High School**

The in-service day I attended at the junior high was not as positive or helpful as the one at the high school. The workshop, about interdisciplinary unit plans, was the second in a series about this topic. The faculty had not been pleased with the first session and was not

happy to be there for a second session. They felt the facilitator was very condescending and rude to them. In my opinion, she didn't seem helpful because she used words that nobody knew the meaning of, and she talked around questions. She was vague in her explanations and answers.

The topic was also boring to me. It was just a reiteration of what I've been learning in education classes for the past three years. There were even some things I thought I knew more about than the speaker. It seemed like when my team had questions about something she was saying, I was better able to explain it than the speaker.

One good thing about this workshop was that there was a large amount of time given to each team to work on their own interdisciplinary unit. Our team finished brainstorming for the unit and started planning the unit calendar. When the teams were finished working, each team got to walk around the room and look at other team's units. That was helpful because we were able to exchange ideas about all the teams' units.

## **26. Attend a school board meeting.**

### **Carmel Clay Schools**

I attended a school board meeting on the evening of November 24. All of the Ball State Interns were on the agenda for the evening because we had not yet reported to the school board on our progress.

The meeting began with the pledge of allegiance and was followed by a few introductions of significant board members. The first item on the agenda was a parent speaker about the Edison project involving a company-run school in Carmel. She spoke in support of the project and discussed its benefits. Next, another speaker reported the findings

of a poll taken in the community concerning the Edison project. After this, a video project was presented. It was quite humorous because it had elementary students at various schools in Carmel sharing their opinion of what a school board was. According to many of them, a school board was the chalk board or a bulletin board for the school.

The most significant issue on the agenda dealt with change orders for the high school renovation project. The board members have apparently accepted quite a few very costly change orders and were upset about the latest ones. They grilled the contractor for nearly 30 minutes about what the change orders were for, whether or not they were necessary, and how much they would cost. The high school renovation is a multi-million dollar project that has been a long time coming. Unfortunately, it is a project that is in jeopardy because the taxpayers may vote to halt it before it is completed, which would end up costing the school system more money in the end. The school board is very concerned that they may have to raise taxes to pay for the project and they know that a tax increase will upset the taxpayers. This was obviously a very delicate situation that the school board was forced to face at each meeting.

Finally, the interns had the opportunity to speak on behalf of the Ball State Internship Program. We each took a turn addressing the board about a particular strength of the program. I spoke about the variety of classes I was able to work with during my time at the high school. The opportunity to work with so many different English classes was different than a typical student teaching experience because I wasn't placed in one classroom with one supervising teacher. Rather, I was able to teach several different subjects, learn from many types of teachers, and work with all ages and levels of students. This is an advantage of the

Carmel Clay Student Teaching Internship I found to be particularly helpful. Our professor thanked the board for giving us the opportunity to be part of a pilot program that is going to be so successful.

After we spoke, there were more speakers on the Edison project. The school board was trying to decide whether the project would be a positive or negative experience for the Carmel community. They still had many questions and reservations about becoming part of such a new and controversial project, and planned to research it further before they make a final decision.

## **27. Observe and participate in the preparation of an individual education plan (IEP).**

### **Clay Junior High School**

While I was at Clay, one of the students in our team was tested to see if she qualified for special services. Her parents had requested that she be tested because they believed she might be learning disabled. The student was taken out of class for testing with the school psychologist for about three days total. The psychologist not only evaluated the student's intelligence, but also her emotional stability. The Moe team teachers and her parents also filled out several forms evaluating the student's attitudes towards school and her academic capabilities.

The day of the case conference, one of the assistant principals., a guidance counselor, the school psychologist, a special education teacher, the student's parents, and I gathered in the conference room to discuss the results of the testing. The psychologist lead the discussion by explaining the test results to the rest of us, but especially to the student's parents. She pointed out that the tests showed the student did not have a learning disability and was of



average intelligence. However, she had found that the child had some emotional issues and could be identified as emotionally handicapped in order to receive special services.

At first the parents weren't sure they wanted to label their daughter as emotionally handicapped, but after the special education teacher explained to them that this was the only way she could qualify for special services, they agreed.

At this time, the special education teacher took the lead by beginning the actual creation of the individual education plan. She told the parents the student would have to drop her performing arts class so she could fit a resource hour into her schedule. The parents did not want their daughter to drop performing arts, but realized it was necessary. They felt better about the decision when the guidance counselor stepped in to explain that in the seventh grade their daughter could take both resource time and performing arts because seventh graders have two electives built into their schedules whereas sixth graders only have one. Their daughter would be able to pick the class back up in only one semester. The counselor also suggested that she could take private lessons with the band director during the remainder of her sixth grade year and during the summer if she wished.

The school psychologist then suggested that the student be enrolled in a class that teaches children with emotional handicaps how to control their emotions and how to face certain difficult or stressful situations. At this point, the assistant principal gave his approval for dropping one of the sixth grade required classes, Family and Consumer Sciences, so the new class would fit the student's schedule. The parents agreed that this class would be a good idea.

The conference was concluded when the special education teacher wrote up the decisions the committee had made and everyone signed the paperwork. I believe this student will benefit from being identified and receiving special services. The following day, the special education teacher came to our team meeting to share the results of the case conference and the individual education plan. The team agreed to make the appropriate adjustments.

The opportunity to observe and participate in the preparation of an IEP was the most educational one I had during my entire student teaching experience. It opened my eyes to the things that go on behind the scenes of a school.

## **28. Plan and prepare a substitute teacher folder.**

### **Carmel High School**

I gave this folder to the teacher who took over my classes when I was substituting for other teachers as part of my program requirements. The information is specific to the high school, but the folder would have the same basic contents at any school.

#### **CONTENTS:**

Basics:

Attendance Procedures

Fire Drills and Tornadoes (Severe Weather)

Food and Drink in the Classroom

Important Names and Room Numbers

Map of the Building

Note Passing Policy

Pass Policy

Schedule

Sleeping Student Policy

Tardy Policy

"Generic" Lesson Plans

Short Story Exercise

Sustained Silent Reading (SSR)

Vocabulary Worksheets

Writing Marathon

Dated Lesson Plan

#### ATTENDANCE PROCEDURES

Use seating charts to take attendance. Each student should be in his or her assigned seat at the beginning of class. Please note the students who are not in their seats at the beginning of class as "tardy."

The attendance sheets are in the front pocket of the sub folder. Darken the "A" bubble for any student who is absent. Tardies are not noted at the front office so please do not darken any "T" bubbles. Put the attendance sheet in the folder by the door during the first 30 minutes of each class period. A student runner will pick up the sheet.

#### FIRE DRILLS AND TORNADOES (SEVERE WEATHER)

A fire drill is signaled by a long and loud alarm. In the event of a fire drill, students in Rooms 111 and 109 should exit the room and go left, turn right at the end of the hall, then left and down the archway hall. They should exit the building through the doors by the auditorium. Students in Room 284 should exit the room, turn left and go down the stairs

straight ahead. At the bottom of the stairs, students should go straight across the commons and exit the building through the doors by the main office. (See the map of the building.) Don't forget to turn off the lights, shut the door, and take the sub folder with you.

Tornadoes and severe weather are signaled by three short rings of the passing period bell. In the event of a tornado or severe weather, students in all three rooms should remain in the room. They should sit on the floor by the walls of the classroom and cover their heads. Shut the door, but leave the lights on. They may talk quietly unless the drill lasts longer than 10 minutes, in which case they should read silently.

Please note fire drills and tornado/severe weather drills.

#### FOOD AND DRINK IN THE CLASSROOM

Students in Rooms 111 and 109 are allowed to have food and drinks in the classroom as long as they clean up their messes. They may also use one of their six-week passes (see pass policy) to get a drink if they need one. However, food and drinks must be eaten at desks and may not be taken near computer areas of these rooms. They know the rules so please note the names of students who do not follow these rules.

In Room 284, students may not have food or drinks because this is a new area of the building. They know this rule but may try to break it. Please remind them of the rule and note the names of students who do not follow the rules.

#### IMPORTANT NAMES AND ROOM NUMBERS

Doris Chandler (Room 111) is usually in the P.E. office (Room 115) at the end of the hall during periods 1, 3, and 7.

Mark Shoup (Room 109) is usually in the back of his room during period 8.

Tony Willis (Room 110) is across the hall during almost every period of the day.

Peggy Paul (Room 283) is next door during period 2.

Beth Singleton (Room 280) is across the hall during period 2.

Patti Flowers is the department head and can be found in the English Department Office during periods 1, 4, 6, 7, and 8.

Judy Schneider is the English Department secretary and can be found in the department office from 8 a.m. to 3 p.m.

#### MAP OF THE BUILDING

(Insert map here.)

#### NOTE PASSING POLICY

Notes are not allowed to be written or passed during class. If students have time at the end of the period to work on homework, that is their time and although they may write notes during this time, they may not pass them to another student. If you catch any student writing notes during lecture, group work, quizzes, etc., rip the note up and throw it away. Please note the names of any student caught writing a note at an inappropriate time. If a student is caught passing a note, please note the name of the student who sent the note, the name of the student caught with the note, and the name of the student intended to receive the note. Students are only allowed to read notes during their work time at the end of the period. Please confiscate any note a student is reading at an inappropriate time, rip it up, and throw it away. The names of these students should also be noted.

#### PASS POLICY

Students are allowed 6 passes during each six week period. These passes may be used during any period and any time of the period except a quiz or test. Students may go to the restroom, the drinking fountain, their locker, the nurse, the office, etc. They may not exit the building (for example to go to their car).

If a student needs a pass, ask them for their pass sheet. If they have any passes left during that grading period, write the date, destination, and time on the pass, and then sign it. If a student has used all of his passes, he is out of luck unless he is going to throw up on my floor.

## SCHEDULE

### "Blue" Days

Period 1	7:50-9:20	English 9	Room 111
Period 2	9:30-11:03	Eng. Lit.	Room 284
Period 3	11:13-12:48	English 9	Room 111
Lunch	12:56-1:23		
Period 4	1:33-3:05	Prep	English Office

### "Gold" Days

Period 5	7:50-9:20	Prep	
Period 6	9:30-11:03	SRT	Room 111
Period 7	11:13-12:48	English 9	Room 111
Lunch	12:56-1:23		
Period 8	1:33-3:05	Yearbook I	Room 109

## SLEEPING STUDENT POLICY

Sleeping is not allowed or tolerated in my classes at any time. Students know this rule and helped establish it. If a student is laying his or her head on their desk, remind them of the policy. They should at that time, raise their head. However, if they don't remind them that they will owe me 15 minutes before or after school if they do not sit up/wake up. Please try to watch students with hats on. These students will lower their hats and sleep sitting up. I usually ask them to remove their hats if I suspect they are sleeping. This is a difficult policy to enforce at times so please just try your best. Also, note the names of students who you believe slept during class. They know that if a sub writes their name down that they are required to serve their 15 minutes regardless of their side of the story. This is a rule that the students established and is included on their student contract.

#### TARDY POLICY

Students who are not in their seats when the second bell rings, are counted tardy. Any student who walks into the room after the second bell and does not have a pass from another teacher is also counted tardy. The school does not keep track of tardy students, but I do. Please remind students who are tardy that they are allowed 3 free tardies for each 6 week period and beyond those 3, they owe me 15 minutes before or after school. Don't allow them to talk their way out of a tardy. Please note the names of students who are tardy.

#### SHORT STORY EXERCISE

This exercise can be used with English 9, English Literature, or Yearbook I. However, English 9 students may have some trouble with the story. Use this exercise only if I have not left a detailed lesson plan for the day or if you have finished all the activities I included in my lesson plan.

There are 30 copies of the short story, "Harrison Bergeron" in a folder in the back of my top right side desk drawer. Students should read the story silently and answer the questions found at the end on another sheet of paper. Collect their answers at the end of the period even if they are not finished with them. If they finish the story and the questions with class time remaining, tell them to write one to two pages detailing what their handicap would be if they lived during the time that Harrison Bergeron lived. This writing should be in their writer's notebook

### **SUSTAINED SILENT READING (SSR)**

Tell students to read silently for no more than 30 minutes. They may read magazines, textbooks, novels, poems, short stories, or newspapers. They may not work on other assignments during this time--they must be reading something. For those students who don't have any reading materials, I have books, magazines, and newspapers in the back of the room. They may not use the SSR time to go to their lockers to get something to read. They must be reading for the entire time.

Tell the students to log what they read in their reading log.

### **VOCABULARY WORKSHEETS**

There are 75 copies of a vocabulary crossword for English 9 students. Please use these worksheets only if I have not left a detailed lesson plan for the day or if you have completed the activities in the lesson plan and have extra time. These worksheets can be found in the back of my top right side desk drawer. They are in a file folder marked, Eng. 9 Vocab. Crossword. Collect these at the end of the period even if students aren't finished with them. Place them in the back of the sub notebook.



There are 25 copies of another vocabulary crossword for English Literature and Yearbook I students in a folder marked, Eng. Lit. Vocab. Crossword. This folder is also in the back of my top right side desk drawer. Collect these at the end of the period and place them in the back of the sub notebook.

### WRITING MARATHON

This activity works well in any class and can take up to 60 minutes to complete. If you are uncomfortable with students sharing their writing out loud or with laughter/comments during class, you may not want to do this activity. Please use it only if I have not left detailed lesson plans for each class.

Begin the marathon by having students move their desks into a circle or sit on the floor in a circle. Next, find a student with a watch with an alarm. Ask this student to be the time-keeper for the marathon. (If you have a watch with an alarm, you may time the writing yourself.) Tell the students how long they will be writing and then give them the prompt (the times and prompts are listed on the next page.)

When the time is up--the alarm goes off--have every other student read what he or she wrote. This means half of the students will read during the first round. They may pass if they prefer not to read.

Now tell the students how long they will write for the second writing prompt. After the time is up, have all the students who didn't read during the first round, read what they wrote. Again, they may pass if they prefer not to read.

Begin the final round by again telling students the time and the prompt. When the time is up this time, have every student read what he or she wrote. They may also pass during this round if they prefer not to read.

The writing from this writing marathon should be in their writer's notebook. You may also want to participate. The students enjoy hearing what the teacher has to say.

#### Writing Marathon Times and Prompts:

First Round	6 minutes	"What is destiny and how has it affected your life?"
Second Round	4 minutes	"Begin your entry with the words: 'What If...' and see where they take you."
Final Round	8 minutes	"Make a list of all the things you want to do during your lifetime."

(INSERT DATED LESSON PLAN HERE)

#### **29. Keep a professional reading log.**

Alvarez, Julia. "Snow." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 138.

Bacon, Sir Francis. "Of Studies." Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 221-222.

Bambara, Toni Cade. "Blues Ain't No Mockin Bird." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 81-88.

Capote, Truman. "A Christmas Memory." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 62-71.

Chaucer, Geoffrey. The Canterbury Tales. New York: Penguin Books, 1988.

Chopin, Kate. The Awakening. New York: Bantam Books, 1988.

Coleridge, Samuel Taylor. "The Rime of the Ancient Mariner." The Heath Introduction to Poetry. Lexington: D.C. Heath and Company, 1992. 120-138.

Connell, Richard. "The Most Dangerous Game." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 14-31.

Cooper, James Fenimore. The Deerslayer. New York: Penguin Books, 1980.

Dahl, Roald. "Poison." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 6-13.

Forster, Edward Morgan. A Room With a View. New York: Dover Publications, Inc., 1995.

Hemingway, Ernest. The Old Man and the Sea. New York: Macmillan Publishing Co., 1952.

Hughes, Langston. "Thank You, M'am." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 77-80.

Hurst, James. "The Scarlet Ibis." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 168-177.

Johnson, Dorothy M. "A Man Called Horse." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 119-130.

Marlowe, Christopher. "The Passionate Shepherd to His Love." Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 232.

Marquez, Gabriel Garcia. "A Very Old Man with Enormous Wings." Fictions. Fort Worth: Harcourt Brace College Publishers, 1994. 444-448.

- Maupassant, Guy de. "The Necklace." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 218-224.
- O'Flaherty, Liam. "The Sniper." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 206-209.
- Poe, Edgar Allan. "Annabel Lee." Elements of Literature: Fifth Course, Literature of the United States. Austin: Holt, Rinehart and Winston, Inc., 1993. 250.
- Poe, Edgar Allan. "The Cask of Amontillado." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 210-209.
- Poe, Edgar Allan. "The Fall of the House of Usher." Elements of Literature: Fifth Course, Literature of the United States. Austin: Holt, Rinehart and Winston, Inc., 1993. 234-247.
- Poe, Edgar Allan. "To Helen." Elements of Literature: Fifth Course, Literature of the United States. Austin: Holt, Rinehart and Winston, Inc., 1993. 253.
- Porter, Katherine Anne. "The Jilting of Granny Weatherall." Fictions. Fort Worth: Harcourt Brace College Publishers, 1994. 1004-1010.
- Raleigh, Sir Walter. "The Nymph's Reply to the Shepherd." Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 234.
- Salinger, Jerome David. The Catcher in the Rye. New York: Bantam Books, 1986.
- Shakespeare, William. The Sonnets. New York: Cambridge University Press, 1996.
- Shakespeare, William. The Tragedy of Macbeth. Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 254-334.

Sidney, Sir Philip. "from Astrophel and Stella." Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 218.

Soto, Gary. "The No-Guitar Blues." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 72-76.

Spencer, Edmund. "Sonnet 30 and 75 from Amoretti." Elements of Literature: Sixth Course, Literature of Britain. Austin: Holt, Rinehart and Winston, Inc., 1993. 212.

Ullman, James Ramsey. "Top Man." Elements of Literature: Third Course. Austin: Holt, Rinehart and Winston, Inc., 1993. 96-110.

### **30. Create a classroom management plan.**

#### **A. Philosophy**

Most children know what is essentially right and wrong for them. They have learned these things during their previous years in school and at home. However, by middle school I believe that an effective classroom management plan will foster children making good choices when faced with a behavioral dilemma. As the teacher, I will model appropriate classroom behavior because I believe that children learn best from example. However, above and beyond modeling itself, I believe that students at the high school and middle school levels should be capable of identifying inappropriate behavior. They should be taught to monitor their own behavior through taking complete responsibility for their actions. I want my students to realize they have choices and that the choices they make affect not only each of them, but those around them as well.

#### **B. Classroom Rules**

I have developed a plan called the "5 Goals of Success" for my classroom. These five goals are not necessarily rules, but guidelines that will help create a comfortable learning atmosphere for all students. They will be posted in my room and throughout the school year, students will be expected to make these goals their goals for success in my classroom.

Here are the 5 goals:

1. Respect all of your fellow students and treat each other the way you wish to be treated.
2. Be quiet and listen when the teacher is talking..
3. Respect the learning environment by keeping it clean.
4. Participate in class discussions and share your ideas with the whole class, not just one other student.
5. This is our class time so dedicate this time to this class and nothing else.

#### C. Procedures for the Classroom

**Make-up class work and homework:** Students are responsible for checking the assignment folder themselves if they are absent. They have one class period to make up missed work. There will be a one-fifth grade deduction for every day that an assignment is late after the one day make-up period.

**Make-up quizzes and tests:** Students are responsible for seeing me to make an appointment before or after school, or during another available time to take quizzes or tests they have missed due to an absence. They must make this appointment the first day they return to school and must keep the appointment they make. If they fail to keep their appointment, they will receive only half credit on the quiz or test.

Late papers and homework: All late work will receive a one-fifth grade deduction for each day it is late.

Tardies: Students get three free tardies. However, if they are late a fourth time, they must serve a detention with me before or after school. For every additional tardy after the fourth, the student will serve a detention. After serving the third detention with me, the student will be sent to the dean's office for further disciplinary action.

Book distribution: Students will receive numbered books. I will keep a list of students' names and the number(s) of the books they are using for my class.

Pass Policy: Students are allowed up to 6 passes during each six week period. These passes may be used during any period at any time except during a quiz or test. Students may go to the restroom, the drinking fountain, their locker, the nurse, the office, etc. They may not exit the building (for example to go to their car). I will provide a pass sheet that should be put in a student's class binder. Passes will be marked with the date, destination, and my signature on this sheet. If a student loses the sheet, they lose their pass privileges.

Food and Drink in the Classroom: If the school policies permit, students are allowed to have food and drinks in the classroom as long as they clean up their messes. They may use a pass to get a drink of water from the fountain if they need one. However, food and drinks must be eaten at desks.

Note Passing Policy: Notes are not allowed to be written, passed, or read during lecture, group work, quizzes, tests, etc. If a student is caught writing, passing, or reading a note during an inappropriate time, the note will be torn up and thrown away. Students may write or read notes if they have time at the end of the period to work on homework and they

have finished the class assignments. However, they may not pass notes at any time during class.

#### D. Disciplinary Actions

I expect my students to identify inappropriate behavior, explain to me why it is inappropriate, and take responsibility for that behavior by creating their own disciplinary actions. Students will be removed from the classroom to "think" if necessary. They will stay in the hall until there is a break in class and I can go to the hall to discuss the situation with the student.

Unacceptable behavior includes the following: when a student disrespects another student, when a student disrespects me, or when a student vandalizes the classroom.

After a student's first offense, we will have a discussion. If there is a second offense, the student's parent will be called and the student will serve a detention with me before or after school. A third offense will result in the student being sent to the dean's office for further disciplinary action.

The school's alcohol and tobacco, and weapons and fighting policies will be strictly followed in my classroom at all times and under all circumstances.



### **Part Three: The Analysis**

Although there were some weaknesses of the Carmel Clay Student Teaching Internship, the benefits far outweighed the weaknesses. The benefit of variety in teaching experiences helped me to gain a broad view of English education. The other benefit was the list of proficiencies I was required to complete. These proficiencies helped to make my student teaching experience more similar to a teacher's first year than to a traditional student teaching experience. The one weakness that I identified was the disorganization. However, even that weakness might have been a benefit because it forced me to be assertive and flexible.

The opportunity to teach in a variety of English classes at the high school level was the aspect of the program that I found to be the most beneficial. I was able to teach eight different English classes with seven different English teachers at Carmel High School. I also observed almost every teacher in the English department, which is the largest department at the high school. These teaching experiences and observations gave me the opportunity to work with so many different kinds of English teachers. I saw teachers who lectured for 90 minutes and those who used cooperative learning every day; those who believed strongly in the reading writing workshop and those who were just burnt out on teaching. I saw teachers I would model myself after and those I would try very hard to never become. I worked with teachers who had just begun their careers and those who were career teachers; those who just earned a bachelors degree and those who were working on a PhD. They were an amazing assortment of English educators, and each one taught me something about what teaching or being a teacher is all about.

Through my observations I found teachers I felt could serve as models for me. Those teachers became my mentor teachers. Each of them observed my teaching and classroom management, giving me daily feedback. One particular teacher, Doris Chandler, was especially effective as a mentor teacher. She consistently gave me written comments on things she felt I could improve. These mentor teachers were valuable because they each had slightly different teaching styles and philosophies of education. I was able to attain feedback from a variety of teachers.

The benefits of teaching a variety of English classes go beyond the fact that I was able to work with a variety of teachers. The opportunity to teach a variety of classes also meant that I was able to work with a variety of students. I worked in an English essential skills class with students who failed the ISTEP test, but also with advanced placement students who might have been smarter than me. I explored various levels of maturity and motivation in all ages of middle school and high school students. This helped me decide which students I would like to work with most and which students needed me the most. The differences that I was able to observe in all of the students I worked with helped me to believe in theories such as Gardner's multiple intelligences. I now see how all students have strengths and weaknesses and how as a teacher, I must tap into their individual strengths.

In working with a variety of students, I should also point out that not only did I have the opportunity to work with different ages and abilities, but also with students who have various disabilities. In one class I had one orthopedically impaired student who was in a wheelchair and had an aide, and two hearing impaired students who also had an aide. Those three students forced me to consider some of the alterations I may have to make in my

classroom as the teacher. For example, if I ever used music in this class, which is something I've often planned to do, I would have to pass out the lyrics so that the hearing impaired students could participate in the activity. I would also have to make a conscious effort to speak clearly, to face the class when I was speaking, to write all directions on the board or the overhead, and to give extra time for in-class writing assignments. Not only did I work with students who had physical disabilities, but also with students who had learning disabilities and emotional handicaps. I even helped prepare an individualized education plan for one of my students at the junior high. My work with these students was special because it forced me to embrace the concept of mainstreaming and inclusion, which is something that many first year teachers believe won't happen in their classrooms.

The second great benefit of the Carmel Clay Student Teaching Internship was the list of proficiencies I was required to complete. These proficiencies forced me out of the safety of the classroom and into the halls of the school. I not only attended faculty meetings, but in-service days as well. I supervised study halls and detentions, and I learned an electronic gradebook program. I even had to ask the school custodians and secretaries what their jobs entailed.

Perhaps the most beneficial of all of the proficiencies was the one that required me to shadow a guidance counselor. I realized during the time that I spent with the guidance counselors that I may want to get my masters in counseling and take a position as a school counselor. I also discovered just what services the guidance department offers to teachers and students. I know that if I need information about eating disorders or special services, I can get it from a guidance counselor. Other proficiencies also helped educate me about the

guidance department. For example, when I participated in the preparation of an individualized education plan, I saw one of the roles of a guidance counselor I didn't realize existed. I also observed one of the frustrations that guidance counselors deal with when I sat in on a curriculum meeting. At this meeting, the teachers were angry with the guidance department for placing the wrong students in the integrated studies program. However, the guidance counselors were frustrated because the students they were placing were too smart for the remedial classes, but not motivated enough for the integrated studies classes, and they didn't know where to place the students.

Although I was unable to finish the original list of 42 proficiencies because I opted to complete the program in one semester instead of two, I do feel the 30 that I did complete added many valuable experiences to my student teaching. The proficiencies forced me to interact with teachers, administrators, counselors, students, and support staff that I would not have met had I participated in a traditional student teaching semester. I feel I now have a more realistic idea of what to expect outside of my classroom during my first year of teaching.

The only weakness of the program I can easily identify would have to be the disorganization I experienced during the first five weeks of the semester. During that time I felt very little support from the committee or the Carmel High School English Department. It seemed the teachers and even the department head had no idea what the program was about. Most of the teachers didn't even realize that I was doing my student teaching. They didn't know an intern was also a student teacher. This frustrated and irritated me because I felt I was thrown to the dogs. I had to explain this program to all 32 of the teachers in the English

department and then practically beg them to allow me to take their classes. I also expected more support from the department head who failed to give me much guidance or help in finding teachers with whom I could work. It seems that it wasn't necessarily her fault either because she felt it was the job of the high school's committee representative to inform the teachers about the program and act as a go-between in assigning me to various classes. The problem was clearly an organizational one in that the high school building coordinator didn't have a clear understanding of what his role entailed.

Thankfully as the semester wore on Vice Principal Lee Lonzo stepped in to help organize the program. Finally I had someone who served as my advocate. He approached teachers I wanted to work with and asked them if they would allow me to take over their classes. He also kept in close contact with me, constantly monitoring my progress and experiences. His involvement helped organize the program and allowed me to leave the high school with a positive teaching experience.

Overall, I believe the Carmel Clay Student Teaching Internship provided me with the best possible student teaching experience I could have hoped for because it gave me the opportunity to work with a variety of classes, teachers, and students. It also forced me to leave the comfort of the classroom and to go above and beyond typical student teacher expectations through the proficiencies. I learned more about the teaching profession and about myself in the semester that I spent as a student intern than I did in all of the education classes I took during the last three years. Even the disorganization taught me to be outgoing and flexible, which are both qualities I believe are strengths. It is clear through the teaching portfolio I put together at the end of the semester that my participation in this program will

place me in a class all my own as I begin my job search. I believe with all of my heart that I participated in the first year of a program that will reform the current student teaching requirements at Ball State University, and I am proud to say I contributed to the improvement of the program through my participation and evaluation.

## **Appendix A: A Journal Entry**

The first day always inspires a sense of fear or nerves. There are times when things go perfectly and a person wonders why he or she worried at all. There are also days that proceed to frustrate, irritate, and rattle a person even more than he or she could ever have prepared for. Perhaps the most confusing first day occurs; however, when a person isn't sure exactly how the day went. Was it a success or a failure? Did they like her or reject her? How should she feel now that the day has passed? This is exactly the kind of day that I had on Monday, August 18, 1997. As I drove home that day, I couldn't seem to focus on what was positive and what was negative about my day. I felt lost in an abyss of what I have come to call "school stuff."

One of the reasons that first day was so overwhelming had to do with the sheer numbers I encountered that day. More than 250 teachers, four assistant principals, 32 English teachers...and that doesn't even include construction workers, custodians, support staff, and STUDENTS! I struggled to create a schema for this new multitude of bureaucracy. I felt like a freshman again--trying to adjust and maintain my sanity.

An interesting thing about Carmel is that because of the renovations currently taking place, the school is constantly changing physically. Therefore, not even the upperclassmen are totally comfortable in the school. This year, there was a new science wing and a new business wing. The English and social studies departments had also changed significantly due to the closing of two hallways for renovations. Students were forced to figure out where new classrooms were located and which of the old ones were still being used. They also had to discover new routes to certain parts of the building because old hallways had been blocked

off. The media center was closed the first week because it had been partially packed up to move, but then the move had not occurred because the new facility was not finished yet. P.E. students found themselves lost when it came time to go to the gym because the gym is located in a hard-hat area and is out of service. The freshmen were not the only students who had to find their way in a new environment because everything had changed for the upperclassmen as well.

The main office was packed with students and parents trying to take care of last minute start-of-school business. However, the guidance office was probably the most chaotic place in the school. Myriads of students sat in chairs placed in the halls because there wasn't enough room in the temporary office. These students waited patiently for their counselors to become available so that they could redo mixed up or incomplete schedules.

My first day was spent with Kim Kercheval's classes. I observed her first day rituals of welcoming students and reviewing her course and classroom requirements. During the second day of school, I observed four other teachers. They each did about the same things--introduced their course material and expectations while generally welcoming students into their classes and the school. During these two days, I considered how I would welcome my students if I was the teacher in a particular class. I felt that some teachers were more business-like whereas others were rather relaxed and even friendly. My idea of the perfect welcome is somewhere between the two extremes.

One thing I did notice was that most teachers created their own classroom rules and simply informed students of what they were. Not a single teacher I observed allowed his or her students to help create rules, which is something that I plan to try in my classroom. I



believe that if students are involved in creating the rules they must live by, they will be more likely to follow those rules and to take responsibility for their actions. I also noticed that none of the teachers I observed did any kind of contracting with students, which is something I am interested in seeing in action. I'd like to know how student contracting actually works and if it is successful.

Overall, my first couple days at Carmel High School were confusing and chaotic. However, once I had survived that first week, I found myself becoming accustomed to the constant inconveniences caused by the renovations and to the overwhelming size of the school itself. These are all things that have helped me prepare for my future as a teacher. I figure if I am able to survive this semester, I can survive anything!